ELCHK Lutheran Academy (Primary Section)
Inclusive Learning Team Evaluation Report 2025-2026

Implementation of whole-school approach inclusive policy, resources allocation and student support

A. Inclusive Policy

ELCHK Lutheran Academy, a through-train school where diversity is embraced and celebrated, is committed to offering support for their students with learning support requirement, to the development of a whole school approach to inclusion and to catering for the diversity of its learners inline with the statutory requirements laid out by the Education Bureau (EDB) and the International Baccalaureate (IB). The aim of the policy is to establish a whole-school approach and protocol that enables all staff to collaborate for the benefit of every student. In addition, the aim of the policy is to work out what action the school needs to take, but not to categorise the student. We strive to identify and remove barriers that may be preventing students from accessing and engaging with their learning whilst aiming to meet their different educational needs and guide them to reach their full potential.

B. Resources Allocation

In 2025-2026, our school received a learning support grant for ***$2,326,851 for the primary section***. This grant is used to support around ***100 SEN students with EII Level 2 students***, their parents and teachers. The grant is used for:

- employing an Educational Assistant (Inclusive Learning Support - Primary)
- hiring professional services
- organising programmes on learning or inclusive culture, conduct school-based teacher training programmes and organise home-school co-operation activities

Our school also received ***$106,769 for the primary section*** for supporting NCS students with SEN. This grant is used to support around ***7 NCS students with SEN***, their parents and teachers. The grant is used for:

- employing an Educational Assistant (Inclusive Learning Support - Primary)

C. Student Support

Our school offers various learning support for the SEN students and academic low achievers.

1. Inclusive Learning Team (Primary)
   The Inclusive Learning Team (Primary) is led by the Head of Curriculum Development. Members include Primary Inclusive Learning Coordinator and Educational Assistants (Inclusive Learning Support - Primary). They work collaboratively to support the students in need.

2. Professional services
   The grants are used to hire professional services and to purchase learning / sensory resources, in order to support the student with SEN needs. We provide the following services:

   Students:

   a) Professional support
   - Assessments, Consultations and Training by Educational Psychologists
   - Consultation and Training by Art Therapist
   - Consultation and Training by Clinical Psychologist
   - Consultation and Training by Speech Therapist

   b) Tier 3 support
   - Individual Education Plan

   c) Tier 2 support
   - Art Therapy
   - Attention Training Group
   - Chinese Academic Support Group
   - Social Skills Group
   - Social Skills Activity: Cooking Class
   - Social Skills Activity: Crafts Workshops

   Teachers:
   - Consultations and Training by Educational Psychologists
   - Staff Professional Developments

   Parents:
   - Consultations by Educational Psychologists

- Consultation and Training by Clinical Psychologist
- Parents Seminars / Workshops

3. 3-Tier support by teachers and Educational Assistants
   Teachers and Educational Assistants work collaboratively to provide 3-tier support to the SEN students inside the classrooms. We offered pull-out lessons and after-school support sessions for students who need additional support.

   UDL (Universal Design for Learning) is implemented in each classroom. It focuses on creating accessible learning environments for all learners, including students with disabilities, students from culturally and linguistically diverse backgrounds and students who are gifted and talented.

PRIMARY (2025-2026)

LSG (Primary)					
Expenditure Items	**Objectives**	**Service Hours**	**Total Expenditure**	**Recipients**	**Evaluation (Effectiveness and Recommendation)**
Reserved for school year 2026-2027	-	-	$604,981.26	-	-
A. For hiring school staff					
Expenditure Items	**Objectives**	**Service Hours**	**Total Expenditure**	**Recipients**	**Evaluation (Effectiveness and Recommendation)**
Learning Support by the ***Educational Assistant (Inclusive Learning Support - Primary)***	● Offer learning support for SEN students. ● Organise and implement inclusive education activities. ● Follow up student cases and communicate with parents.	Throughout the year	$435,152.49	Recipients include the following students, their teachers and parents: - SEMIS SEN students with EII Level 2 students: 83 - To be added to SEMIS SEN students: 8 - Students who need speech therapy only: 9 - Suspected SEN students (with official suspected report / EII Level 1): 24 **Total no. of students: 124** _____ Other students, teachers and parents who are in need	**Tier 2:** Organized and delivered small group training sessions, such as Chinese support groups and attention groups, tailored to the learning needs of SEN students to enhance their learning progress. **Tier 3:** Provided one-on-one support to SEN students on an as-needed basis. **Parents:** Provided close communication with parents of students. Maintained close communication with the parents of students suspected or diagnosed with SEN, ensuring they were well-informed and supported. It is recommended to continue offering these support services for both parents and students with SEN.

B. For outsourced services					
i. Learning support / PD					
Expenditure Items	**Objectives**	**Service Hours**	**Total Expenditure**	**Recipients**	**Evaluation (Effectiveness and Recommendation)**
Learning Support, Professional Development, and Consultations by the ***Educational Psychologist*** from Edge Development Centre	• Offer counselling and training for students in need. • Provide consultation sessions for teachers and parents. • Provide professional development sessions with teachers. • Provide seminars for parents.	Total hours: 304	$375,440	Recipients include the following students, their teachers and parents: - SEMIS SEN students with EII Level 2 students: 83 - To be added to SEMIS SEN students: 8 - Students who need speech therapy only: 9 - Suspected SEN students (with official suspected report / EII Level 1): 24 **Total no. of students: 124** _____ Other students, teachers and parents who are in need	**Teachers:** Teachers gained valuable insights and effective strategies to provide the most helpful accommodations for their SEN students through intervention consultations. Six professional development training programs were conducted, covering topics such as understanding ADHD, ASD, and SpLD, the 3-tier intervention model, reading interventions for early success in elementary classrooms, reinforcement in action, and building strong study habits. These seminars significantly improved teachers' knowledge and understanding in these areas. Teacher feedback from questionnaires revealed that the seminar content was both useful and relevant. **Parents:** Consultations with parents proved highly effective, helping them gain a better understanding of their children's educational needs. In a survey of the seminars, over 50% of parents reported enjoying workshops such as "Building Strong Study Habits" and "Building an Inclusive Community" and found them useful. Parents expressed a desire for future workshops to include more specific cases and examples for reference. Parents' seminars covered topics such as early parental support for children identified with early learning difficulties, creating an inclusive school culture, and understanding active children. Most parents who participated found the seminars beneficial in enhancing their knowledge and understanding of their children. It is recommended to continue providing these seminars and services in the coming year.

ii. Tier 3 intervention					
Expenditure Items	**Objectives**	**Service Hours**	**Total Expenditure**	**Recipients**	**Evaluation (Effectiveness and Recommendation)**
Consultations and Trainings by the ***Clinical Psychologist*** from HealthyMind Child Development Centre	• Offer counselling and training for students in need. • Provide consultation sessions for teachers and parents.	Total hours: 60	$124,800	Recipients include the following students, their teachers and parents: - On-going students: 6 _____ All teachers Other students and parents who are in need	**Students:** At-risk students received support through emotional counseling and training, enabling them to develop effective coping mechanisms to manage their emotions and behavior under professional supervision. **Parents:** Parents were provided with effective support to deepen their understanding of their children's emotional learning needs through consultation sessions guided by a professional. It is recommended to continue offering this service in the coming year to support both students and their families effectively.
Art Therapy from Artibridge	• Provide individual training for SEN students.	Total session: 16	$22,000	Recipients include the following students, their teachers and parents: SEMIS SEN students: - On-going students: 4 SEN Categories: - ASD - ADHD - MI (Mental Illness)	**Students:** Provide individual art therapy services for students with serious emotional and behavioural problems, effectively enhancing their emotional management and behavioral coping strategies.

ii. Tier 3 intervention (Cont'd)					
Expenditure Items	**Objectives**	**Service Hours**	**Total Expenditure**	**Recipients**	**Evaluation (Effectiveness and Recommendation)**
Occupational Therapy from Chance Development Support Center	• Provide individual training for SEN students.	Total hours: 40	$29,800	Recipients include the following students, their teachers and parents: SEMIS SEN students: - On-going students: 1 SEN Category: - PD (Physical Disability) _____ All students All teachers All parents	**Students:** Provide individual occupational therapy services for students with physical disabilities, with training tailored to their specific needs. **Teachers:** Through classroom observations and co-teaching, provide effective suggestions for the school's first-tier teaching support system. **Parents:** Through providing individual consultation services to parents, help them gain a deeper understanding of their child's learning needs and provide effective support strategies. It is recommended to continue offering this service for students in the coming year.

iii. Tier 2 intervention					
Expenditure Items	**Objectives**	**Service Hours**	**Total Expenditure**	**Recipients**	**Evaluation (Effectiveness and Recommendation)**
After-school Art Therapy Groups from Healing Arts	• Provide group training for SEN students. • Provide consultation sessions for teachers and parents.	Total session: 21	$37,800	Recipients include the following students, their teachers and parents: SEMIS SEN students: SEN Categories: - ASD - Suspected ASD - ADHD - Suspected ADHD - SpLD - MI (Mental Illness) - PD (Physical Disability) **Total no. of students: 24**	**Students:** Students displayed great enthusiasm and eagerness to participate in the workshop. Through active engagement, they enhanced their ability to express emotions through art. By showcasing their artwork in the covered playground during the Student-Led Conference, the students were provided with a platform to shine and build their self-confidence. It is recommended to continue offering this service for students in the coming year to further support their emotional expression and self-esteem.
After-school Maths Groups from Hong Kong Tutor Association Curriculum Support Limited	• Provide group training for SEN students.	Total session: 14	$9,310	Recipients include the following students, their teachers and parents: SEMIS SEN students: SEN Categories: - ADHD - Suspected ADHD - SpLD **Total no. of students: 9**	**Students:** After-school support services were provided for students with special educational needs who have weaker mathematical abilities. Over 50% of the students showed improvement in their pre- and post-test results, however, the number of participating students was not high. It is recommended to continue to provide this support service in the coming year, and consider restructuring the lesson content and inviting students from different grade levels to participate.

iii. Tier 2 intervention (Cont'd)					
Expenditure Items	**Objectives**	**Service Hours**	**Total Expenditure**	**Recipients**	**Evaluation (Effectiveness and Recommendation)**
Social Skills Activity - Cooking Workshops from Mic's Bakery Limited	• Provide cooking classes for primary SEN students.	Total session: 3	$10,080	Recipients include the following students, their teachers and parents: SEMIS SEN students: SEN Categories: - ASD - ADHD - Suspected ADHD - SpLD **Total no. of students: 20**	**Students:** Students displayed great enthusiasm and eagerness to participate in the workshop, where they learned to make mochi and cartoon dumplings by creating their own products. Through active engagement in this workshop, students enhanced their attention, motor skills, and social skills, while also further developing their interest in cooking. It is recommended to continue offering similar activities for SEN students in the coming year to nurture their interests and support their development.
Social Skills Activity - Crafts Workshops from Jolly Academy Company Limited, Palette Ngan Company Limited and Art of Hopes	• Provide crafts workshops for primary SEN students.	Total session: 3	$13,470	Recipients include the following students, their teachers and parents: SEMIS SEN students: SEN Categories: - ASD - ADHD - Suspected ADHD - SpLD - MI (Mental Illness) - PD (Physical Disability) **Total no. of students: 30**	**Students:** The workshops provide a supportive, creative environment that promotes personal and social development. Students are enjoying the workshops and demonstrate strong enthusiasm and engagement in the activities. The program effectively enhances concentration, fine motor coordination, and social skills, including communication, cooperation, and turn-taking. It is recommended to continue with the program to support students' ongoing confidence, independence, and holistic development.

iii. Tier 2 intervention (Cont'd)					
Expenditure Items	**Objectives**	**Service Hours**	**Total Expenditure**	**Recipients**	**Evaluation (Effectiveness and Recommendation)**
Self-help Skills Workshop *from Childhood is Limited*	• Provide a self-help skills workshop for primary SEN students	Total session: 1	$3,500	Recipients include the following students, their teachers and parents: SEMIS SEN students: SEN Categories: - ASD - ADHD - Suspected ADHD - SpLD - PD (Physical Disability) **Total no. of students: 11**	**Students:** The workshop provides students a supportive environment to develop essential life skills and independence. Students are enjoying the workshops and demonstrate strong enthusiasm and engagement as they practice daily living tasks, personal hygiene, and self-care routines. The program effectively enhances their self-help skills, building confidence and fostering greater independence in everyday activities. Students show visible progress in managing personal responsibilities and applying learned skills in various settings. It is recommended to continue with the program to support students' ongoing development of practical life skills and self-reliance.
Financial Education Workshop *from Excellent Education Company Limited*	• Provide a financial education workshop for primary SEN students.	Total session: 1	$1,800	Recipients include the following students, their teachers and parents: SEMIS SEN students: SEN Categories: - ASD - ADHD - SpLD **Total no. of students: 12**	**Students:** The workshop provides students a practical, engaging environment to develop essential financial literacy and money management skills. Students are enjoying the workshops and demonstrate strong enthusiasm and engagement as they learn about budgeting, saving, spending responsibly, and making informed financial decisions. The program effectively enhances their understanding of real-world money concepts and builds confidence in handling everyday financial situations. Students show visible progress in applying practical financial skills and understanding the value of financial planning. It is recommended to continue with the program to support students' ongoing development of financial independence and life skills.

iii. Tier 2 intervention (Cont'd)					
Expenditure Items	**Objectives**	**Service Hours**	**Total Expenditure**	**Recipients**	**Evaluation (Effectiveness and Recommendation)**
Sex Education Workshops *from Sticky Rice Love*	• Provide sex education workshops for primary SEN students.	Total sessions: 2	$8,000	Recipients include the following students, their teachers and parents: SEMIS SEN students: SEN Categories: - ASD - ADHD - SpLD **Total no. of students: 18**	**Students:** The Workshop provides students a safe, supportive environment to develop essential knowledge about relationships, health, safety, and personal well-being. Students are enjoying the workshops and demonstrate strong enthusiasm and engagement as they learn age-appropriate topics in a non-judgmental setting. The program effectively enhances their understanding of healthy relationships, body awareness, personal safety, and decision-making skills, building confidence in navigating important life topics. Students show visible progress in their comfort level discussing these subjects and applying learned knowledge to real-world situations. It is recommended to continue with the program to support students' ongoing development of health literacy and personal well-being.
Social Skills Activity - Crafts Workshops from Hato Workshop	• Provide crafts workshops for primary SEN students.	Total session: 5	$21,000	Recipients include the following students, their teachers and parents: SEMIS SEN students: SEN Categories: - ASD - ADHD - SpLD **Total no. of students: 17**	**Students:** The Craft Workshops focused on making Perler Beads provide students a creative and engaging environment to develop essential fine motor skills and hand-eye coordination. Students thoroughly enjoy the workshops and demonstrate strong enthusiasm and engagement as they carefully select, arrange, and heat beads to create colorful designs. The program effectively enhances concentration, precision, and creative expression, allowing students to experience a sense of accomplishment through their finished creations. Students show visible progress in their ability to control small movements, follow multi-step processes, and complete projects independently. It is recommended to continue with the program to support students' ongoing development of practical life skills, confidence, and artistic expression.

iii. Tier 2 intervention (Cont'd)					
Expenditure Items	**Objectives**	**Service Hours**	**Total Expenditure**	**Recipients**	**Evaluation (Effectiveness and Recommendation)**
Expressive Arts Therapy *from Hong Kong Expressive Arts Therapy Service Center Limited*	• Provide group training for SEN students.	Total session: 5	$12,750	Recipients include the following students, their teachers and parents: SEMIS SEN students: SEN Categories: - ASD - ADHD - SpLD - MI (Mental Illness) - PD (Physical Disability) **Total no. of students: 25**	Students displayed strong engagement and willingness to participate in the expressive arts therapy sessions. Through active involvement in various creative activities, they enhanced their ability to process and communicate emotions in a safe and supportive environment. By sharing their experiences and creative work within the group setting, the students were provided with opportunities to develop emotional awareness and strengthen their interpersonal connections. It is recommended to continue offering this service for students in the coming year to further support their emotional regulation and social-emotional well-being.
Music Therapy *from Hong Kong Music Therapy Limited*	• Provide group training for SEN students.	Total session: 5	$31,700	Recipients include the following students, their teachers and parents: SEMIS SEN students: SEN Categories: - ASD - ADHD - SpLD - MI (Mental Illness) - PD (Physical Disability) **Total no. of students: 25**	Students displayed great enthusiasm and eagerness to participate in the music therapy sessions. Through active engagement, they enhanced their ability to express emotions through music and rhythm. It is recommended to continue offering this service for students in the coming year to further support their emotional expression and self-esteem.

iv. For hiring personnel					
Expenditure Items	**Objectives**	**Service Hours**	**Total Expenditure**	**Recipients**	**Evaluation (Effectiveness and Recommendation)**
Learning Support by the ***SEN Support Assistant*** from Creative Education Management Limited	• Provide and assist academic pull out learning support for SEN students. • Share feedback with the Inclusive Learning Team and teachers.	Total days: 100	$150,000	Recipients include the following students, their teachers and parents: - SEMIS SEN students with EII Level 2 students: 83 - To be added to SEMIS SEN students: 8 - Students who need speech therapy only: 9 - Suspected SEN students (with official suspected report / EII Level 1): 24 **Total no. of students: 124** _____ - Other students, teachers and parents who are in need	**Tier 2:** Facilitated small group training sessions, including attention groups, Chinese groups, and the ILT Fun Club, to support SEN students in improving their learning performance based on their individual needs. It is recommended to continue providing this support in the coming year.
Learning Support by the ***SEN Intervention Assistant*** from Creative Education Management Limited	• Assist academic pull out learning support for SEN students. • Share feedback with the Inclusive Learning Team and teachers.	Term 2 of school year 2025-2026, Total days: 133	$199,500		**Tier 2:** Facilitated small group training sessions, including attention groups, Chinese groups, and the ILT Fun Club, to support SEN students in improving their learning performance based on their individual needs. It is recommended to continue providing this support in the coming year.

C. For learning resources & equipments					
Expenditure Items	**Objectives**	**Service Hours**	**Total Expenditure**	**Recipients**	**Evaluation (Effectiveness and Recommendation)**
Teaching resources	• Purchase teaching resources - exercise books	-	$14,680.98	Recipients include the following students and their parents: - SEMIS SEN students with EII Level 2 students: 83 - EII Level 1 students: 15 **Total no. of students: 98**	**Tier 2:** The exercise books and learning materials were beneficial resources for the Inclusive Learning Team. These were useful to design course materials in line with the EDB and IB curriculums. It is recommended to continue purchasing these resources for students in the coming year.
SEN story books	• Purchase teaching resources - SEN story books	-	$4,969.3	Recipients include the following students, their teachers, and parents - SEMIS SEN Students: 87 - Suspected SEN students (EII Level 2): 13 - To be added to SEMIS SEN students: 5 - Students who need speech therapy only: 6 - Suspected SEN students (with official suspected report / EII Level 1): 17 **Total Number of Students: 128 students** _____ All students All teachers All parents	**Students:** Students can develop empathy and understanding toward peers with different needs through reading story books with inclusive themes, and promote an inclusive environment within the school. It is recommended to continue to purchase relevant resources in the coming year.

D. For (Non-purchased service expenditures) Inclusive activities/group information					
Expenditure Items	**Objectives**	**Service Hours**	**Total Expenditure**	**Recipients**	**Evaluation (Effectiveness and Recommendation)**
Attention groups	• Purchase attention training teaching materials kits and sensory resources	-	$228,286.64	Recipients include the following students and their parents: - SEMIS SEN students: SEN students: - ADHD - Suspected ADHD **Total no. of students: 31** _____ All students All teachers All parents	**Students:** The Attention Groups provide students a structured, supportive environment to develop essential concentration and focus skills. Students are enjoying the groups and demonstrate strong enthusiasm and engagement as they participate in targeted activities designed to strengthen attention span, listening skills, and sustained focus. The program effectively enhances their ability to concentrate on tasks, follow instructions, and maintain attention during learning activities through engaging, interactive exercises. Students show visible progress in their listening comprehension, task completion, and ability to concentrate for extended periods. It is recommended to continue with the program to support students' ongoing development of attention skills and academic engagement.
Social skills group	• Purchase social skills training teaching materials kits and calming resources	-	$9,398.14	Recipients include the following students and their parents: - SEMIS SEN students: SEN students: - ASD - Suspected ASD **Total no. of students: 16** _____ All students All teachers All parents	**Students:** The Social Skills Groups provide students a structured, supportive environment where students develop essential social competencies in a safe, accepting setting. Students are enjoying the groups and demonstrate strong enthusiasm and engagement as they participate in targeted activities designed to strengthen peer interaction, communication, turn-taking, and emotional regulation skills. The program effectively enhances their ability to navigate social situations, understand social cues, express themselves appropriately, and manage emotions through guided practice and peer learning opportunities. Students show visible progress in their confidence during social interactions, their willingness to engage with peers, and their ability to apply learned strategies in various settings. It is recommended to continue with the program to support students' ongoing development of social skills and emotional well-being.

D. For (Non-purchased service expenditures) Inclusive activities/group information (Cont'd)					
Expenditure Items	**Objectives**	**Service Hours**	**Total Expenditure**	**Recipients**	**Evaluation (Effectiveness and Recommendation)**
Home-school cooperation and Teacher training	● Purchase inclusive education teaching materials kits and resources	-	$244,990.19	Recipients include the following students and their parents: - SEN Students in SEMIS: 87 - Suspected SEN (EII Level 2): 13 **Total no. of students: 100** _____ All students All teachers All parents	**Students:** Provide all students with learning opportunities about different inclusive cultures, enhancing their understanding of inclusion. **Teachers:** Provide all teachers with content on inclusive teaching practices to strengthen the promotion of inclusive culture. Additionally, deepen their learning of techniques for designing differentiated worksheets to enhance their capacity in providing first-tier support. **Parents:** Provide parents in need with learning opportunities about parent-child shared reading techniques, helping them gain a deeper understanding of their child's learning needs and providing effective support strategies. Recommendation: Continue to provide this support service in the coming year.
Inclusive Learning Activity	● Provide inclusive learning activities for both lower primary and upper primary students.	-	$36,778	All students	**Students:** Through hands-on experiences such as sign language drama shows and interactive simulations, students gained valuable insights into the daily realities of people living with hearing loss. Their enthusiastic participation and strong engagement throughout the sessions contributed to developing deeper understanding and compassion for individuals with different abilities. **Teachers**: The majority of teachers who completed the feedback form agreed that the inclusive learning activities were both useful and relevant. It is recommended to continue this arrangement in the coming year.

NCS-SEN Grant (Primary)					
Expenditure Items	**Objectives**	**Service Hours**	**Total Expenditure**	**Recipients**	**Evaluation (Effectiveness and Recommendation)**
Learning Support by the ***Educational Assistant (Inclusive Learning Support - Primary)***	• Offer in-class support and emotional support sessions for NCS students with SEN. • Follow up student cases and communicate with parents.	Throughout the year	$106,769	Recipients include the following students, their teachers and parents: SEMIS NCS-SEN students: 7 - Other students, teachers and parents who are in need	**Tier 3:** To provide social and emotional support for NCS-SEN students, which was helpful for understanding their learning needs and to facilitate their learning at school. It is recommended to continue offering these support services for both parents and the NCS students with SEN.

LUAC SEN Budget (Primary)					
A. For hiring EP / ST					
Expenditure Items	**Objectives**	**Service Hours**	**Total Expenditure**	**Recipients**	**Evaluation (Effectiveness and Recommendation)**
Assessments, Consultations and Trainings by the ***Educational Psychologist*** from Edge Development Centre	• Provide assessment for suspected SEN students, and consultation for their teachers and parents.	Total hours: 144	$177,840	Recipients include the following students, their teachers and parents: - SEMIS SEN students with EII Level 2 students: 83 - To be added to SEMIS SEN students: 8 - Suspected SEN students (with official suspected report / EII Level 1): 24 **Total no. of students: 124** _____ - Other students, teachers and parents who are in need	**Students:** Students were able to have comprehensive assessments tailored to their specific learning needs, which enabled them to be diagnosed professionally. **Teachers:** During class observations and intervention meetings, teachers learnt effective strategies to support their SEN students with accommodations. **Parents:** Pre and post assessment consultations were very useful for parents to thoroughly understand the learning challenges experienced by their children. Additionally, these consultations were good opportunities for parents to learn effective strategies to further enhance home-school cooperation of the SEN students. It is recommended to continue offering these support services for both parents and students with suspected SEN.
Consultations and Training by the ***Speech Therapist*** from Brighten Therapy Ltd	• Provide individual training for students who have difficulties in speech and word expression. • Provide consultation sessions for teachers and parents	Total hours: 200	$110,000	Recipients include the following students, their teachers and parents: - On-going students: 28 - Parents who joined the parents seminar _____ All students All teachers All parents	**Students:** Individual and group training sessions for students with speech and word difficulties helped them build confidence and develop key skills, such as expressing thoughts and feelings and understanding others. The workshop also supported students in improving their Chinese language skills. **Parents:** An online parents' seminar was conducted, focusing on strategies to enhance Chinese language learning and methods for parent-child reading at home Consultation sessions provided parents with a better understanding of their children's training progress and speech development needs under the guidance of a therapist. Many parents enjoyed and benefited from the workshop. It is recommended to continue offering this support service in the coming year.

B. For learning resources & equipments					
Expenditure Items	**Objectives**	**Service Hours**	**Total Expenditure**	**Recipients**	**Evaluation (Effectiveness and Recommendation)**
Intervention Consultation Service from Cohere Psychology Service	• Evaluate the quality and effectiveness of the overall school-based Tier 2 and 3 support services • Collaborate with the Inclusive Learning Team to enhance the quality of current Tier 2 support services	Total hours: 160	$144,000	- SEMIS SEN students with EII Level 2 students: 83 - To be added to SEMIS SEN students: 8 - Students who need speech therapy only: 9 - Suspected SEN students (with official suspected report / EII Level 1): 24 Total no. of students: 124 _____ - Other students & teachers who are in need	A comprehensive review of school-based Tier 2 and Tier 3 support services was conducted to assess their quality and effectiveness. Through collaboration with the ILT intervention consultant, current Tier 2 services were analyzed and refined, resulting in improved alignment between intervention strategies and student needs. It is recommended to have the ILT intervention consultant to continue providing these services in the coming year.
SEN teaching and learning materials	• Subscriptions for digital SEN resources • SEN teaching books and other materials	-	$5,527.66		**Tier 2:** The exercise books, and learning materials were beneficial resources for the Inclusive Learning Team. These were used to help design course materials in line with the EDB and IB curriculums. **Tier 3:** By using the SEN teaching resources, the Inclusive Learning Team was able to deliver high-quality support on a need basis. It is recommended to continue purchasing these resources next year.

B. For learning resources & equipments (Cont'd)					
Expenditure Items	**Objectives**	**Service Hours**	**Total Expenditure**	**Recipients**	**Evaluation (Effectiveness and Recommendation)**
Rewards	• Purchase small toys and stickers as rewards of Tier 2 and Tier 3 training for encouraging positive attitudes and behaviours.	-	$982.54	- SEMIS SEN students with EII Level 2 students: 83 - To be added to SEMIS SEN students: 8 - Students who need speech therapy only: 9 - Suspected SEN students (with official suspected report / EII Level 1): 24 Total no. of students: 124 ——————————— - Other students & teachers who are in need	**Students:** Reward systems proved very effective and were a good method of positive reinforcement. The students were very engaged during lessons using reward systems, as they were motivated to earn points for each lesson in order to earn different rewards. It is recommended to continue providing these resources next year.
ILT stationery	• Stationery for filing system • Carts and cabinets for storage	-	$994.02		**Inclusive Learning Team:** The stationery was valuable for organizing the filing system for student reports, as well as supporting the Tier 2 and Tier 3 learning support groups. It is recommended to continue purchasing these resources in the coming year
Technical resources	• Audio cables for for a student with hearing impairment	-	$100	- Student with hearing impairment: 1	**Student:** These resources can better facilitate the learning environment of the student with hearing impairment.